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# SCHOOL LIFE

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*American Education Week*  
*November 11-17*

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November 1956

## WASTE OF BRAINPOWER?

THE CURRENT and impending shortage of engineers is one of America's most pressing problems. The concern of many government and private organizations with the problem has led the President to appoint the National Committee for the Development of Scientists and Engineers. All these groups stress better utilization of engineers, for the good of the Nation and of the individual.

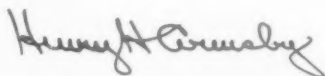
Some well-meaning individuals decry the fact that some persons who receive engineering degrees do not become engineers but enter other professions. Some even propose that drastic action—usually not defined—be taken to stop this “waste of brainpower.” Others deplore the tendency in industry to assign management positions to engineers. They feel that this practice also “wastes brainpower,” and urge that ways be found to keep competent engineers in engineering work.

In reality these trends are healthy ones. One of the fundamental tenets of a democracy is that every citizen be encouraged to develop his latent abilities to the utmost, and that he have complete freedom of choice as to his life work. A basic purpose of education is to assist him in making this choice, and in developing these

abilities. Any educational program that accomplishes this purpose for a man is a good program *for him*.

The trend of experienced engineers into administrative positions is a reflection of the increasing importance of technology in our society. Many industrial processes have become so highly technical that a knowledge of engineering is almost a necessity for members of top management.

The success of engineering graduates in nonengineering professions is due in large measure to the mental attitude toward life and its problems which is generally developed as a result of engineering education. The whole of engineering is an earnest, conscientious, life-long search for the truth. In attacking a problem the engineer gets all the pertinent facts he can and then attempts to draw the correct conclusion, regardless of the degree of its appeal to his emotions. This mental attitude is of great value to any man in any profession, and its application to nonengineering activities represents *not* a waste of brainpower but its most effective utilization.



Henry H. Armsby  
Chief for Engineering Education

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. . . MARION B. FOLSOM, *Secretary*

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Educational news

# EVENTS AND DEVELOPMENTS

of national significance

## The President's Committee

**A**N INTERIM report to the President, five regional workshops this fall, and a series of regional conferences next spring—all these are on the program of the President's Committee on Education Beyond the High School.

The interim report, which the committee considered in draft form at its latest meeting, Oct. 5, incorporates the reports of four subcommittees on these four subjects:

- Demand for post-high-school education, now and in the next 10 to 15 years.
- Resources in faculties, facilities, and funds—available and needed—now and in the next 10 to 15 years.
- Proposals that have been made for modifying and improving post-high-school education.
- Existing and suggested relations between the Federal Government and education beyond the high school.

The report to the President is now being revised to include suggestions by the committee and will be submitted for final discussion when the committee next meets, on Dec. 7.

As for the regional workshops, they are being held during October and November, to lay the groundwork for regional conferences to come. Specifically, the workshops will suggest where and when the conferences should be held, what resources are available for assistance in each region, who should attend, and what the agenda should be.

Schedule for the workshops is as follows:

*New England.* Nov. 8, the Har-

vard Club, Cambridge, Mass. Collaborating organizations: Harvard University, the New England Association of Colleges and Secondary Schools, and the New England Interstate Commission. Chairman, Mrs. Charles Kerby-Miller, dean of instruction, Radcliffe College.

*Middle Atlantic States.* Oct. 19, New York University, New York. Chairman, Carroll V. Newsom, executive chancellor of the university.

*South.* Oct. 22, Atlanta, Ga. Chairman, Robert C. Anderson, acting director, Southern Regional Education Board.

*Midwest.* Oct. 21-22, Palmer House, Chicago, Ill. Chairman, B. L. Dodds, dean, College of Education, University of Illinois.

*Far West.* Oct. 24-25, St. Francis Hotel, San Francisco, Calif. Chairman, Harold L. Enarson, executive director, Western Interstate Commission for Higher Education.

## New Staff

**A**MONG recent additions to the staff of the Office of Education are these specialists in various educational fields:

In the Division of State and Local School Systems: Herbert G. Espy, State school administration; Virgil R. Walker, secondary school organization and administration; Frank E. Wellman, organization of guidance and student personnel programs; and Harold M. Williams, education of exceptional children.

In the Division of Vocational Education, Mary S. Resh, trade and industrial education.

In the Division of International Education, Kathryn C. Heath, assistant director of the International Educational Relations Branch.

## More Time . . . More Money

**A**s of this writing, the Office of Education still awaits the appointment of a Commissioner.

The vacancy has elicited a recommendation from the Office of Education's Advisory Committee of National Organizations. At its meeting on September 19, this committee of representatives from 23 national organizations submitted, in the name of its chairman, Lowell A. Burkett, a resolution to the Secretary of the Department of Health, Education, and Welfare. Expressing the Committee's opinion that "more favorable conditions should be provided to attract and hold an outstanding educator as Commissioner of Education," it suggested two changes, both of which would call for legislation:

- The Commissioner should be appointed for a term of 5, 6, or 7 years, to remove his office from political patronage and to give him "the needed time and opportunity to map out and accomplish an educational program without political interference."

- His salary should be increased to "a point where it would be equal to the higher salaries paid to Federal administrators with comparable responsibilities."

In responding to the Committee, Secretary Folsom expressed his hope "that necessary legislation may be agreed upon and introduced during the first term of the 85th Congress."

### First Research Contracts

FIRST two contracts to be approved under the Office of Education's cooperative research program are with Indiana University and with Vanderbilt University.

Indiana's project will undertake to find out why only one-fourth of the State's top high-school graduates in 1954-55 entered college. About one-third of the money for the project will come from the university; \$15,900 in Federal funds has been allocated to it by the Office of Education. Direction will be in the hands of Wendell W. Wright, vice president of the university, and Christian W. Jung, associate professor of education and director of the summer session.

Vanderbilt will carry out a 3-year study of what makes juveniles delinquent. It will find its subjects among the children in grades 7 through 11 in Nashville and in Davidson County, Tennessee; and the gathering of information will call for cooperation from teachers, parents, attendance officers, and juvenile court officials. Director will be Albert J. Reiss, Jr., chairman of the university's Department of Sociology and Anthropology. For this project the Office plans \$49,060 in Federal funds.

### To Catch the Eye

FOR THE first time, the Office of Education is exhibiting at a State education association's convention.

This opportunity for the Office to display its publications, define its services, and give general information about education in these United States, has come through an invitation from the Iowa State Education Association and an endorsement by J. C. Wright, Iowa's superintendent of public instruction. The convention, which will be held in Des Moines on Nov. 1-2, will be attended by nearly 15,000 teachers.

Something of a pilot project, this exhibit in Iowa is part of a new program to extend the reach of the Office exhibits on education. During the current school year, plans say, these exhibits will appear at about 15 na-

tional conventions of educational and citizen organizations.

Work of planning and preparing is in the hands of William Harold Martin, visual information specialist, who last month joined the Office staff.

### For Latin Americans

IT is gratifying to know that the publication *Instructional Materials in Latin American Industrial Schools* has proved so useful to Latin Americans, even in English, that the Pan American Union has decided to publish it in Spanish and make it more useful still. The translation, *Materiales de Enseñanza en las Escuelas de América Latina—Evaluación de sus Necesidades*, became available during this past summer.

That the booklet is in high demand owes to the fact that it explores a basic problem in the trade and industrial schools of Latin America—a shortage of textbooks, job sheets, and other teaching materials written in Spanish—and makes practical recommendations on what to do about it. It is the report of a committee appointed specifically to study the problem and composed of representatives of the Institute of Inter-American Affairs, the Pan American Union, and the Office of Education.

Members of the committee took their assignment right to the scene of the problem, the Latin American vocational schools, and on the premises conferred with school officials and other interested persons. Their report, originally published 3 years ago, was written principally by the two full-time members of the committee—Fernando Romero of the Pan American Union and Lane C. Ash of the Office of Education, who also served as chairman.

### Teacher Recruitment

A YEAR ago the Elementary Schools Section of the Office of Education published a brief telling what communities across the country are doing to recruit teachers. Now comes a companion piece, Education Brief No. 32, prepared by Paul E.

Blackwood and other specialists in elementary education, to survey recruitment efforts at the State level.

Singled out for specific attention are activities in 35 States. In Virginia the General Assembly makes scholarships available for teacher education; in Kansas a long-term recruitment program, carried out by the State Department of Public Instruction and the State Teachers Association, follows the promising student from high school to college; in North Dakota teachers who are Delta Kappa Gamma members work with their national recruitment committee to interest young people in teaching; and in California a series of recruitment clinics have been so effective that both lay and professional organizations are asking for more.

And so the list grows, through the 21 pages of the report. Organization of the material is by type of activity: Programs of education, certification requirements, improved working conditions, *et cetera*.

Single copies are available from the Publications Inquiry Unit of the Office of Education.

### School Life Regrets . . .

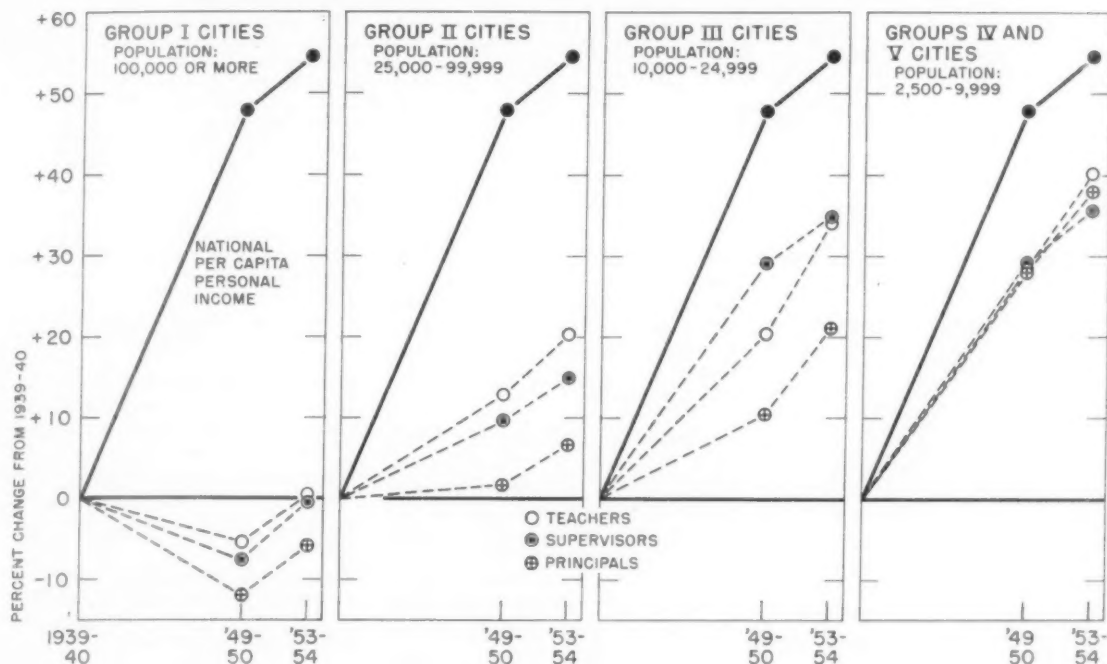
IN THE May 1956 issue, in the article "In the Right Direction," *School Life* was in error on two counts.

First, we represented the New York City Board of Education as reporting its school libraries to be communications centers handling audiovisual as well as printed materials. The Board did not so report: in the NYC schools, librarians and audiovisual specialists are administratively independent.

Second, we used a title that seemed to imply Office of Education approval of the practices discussed beneath it. The implication was unintentional: The Office essays to report school practices without sitting in judgment.

To the New York City Board of Education in particular and to all our readers in general, our earnest apologies.

Percent change from 1939-40 of (1) average salaries of instructional staff in public elementary and secondary schools in cities of different size and (2) national per capita personal income—all in terms of dollars with 1953-54 buying power (according to Consumer Price Index)—in 1949-50 and 1953-54



## THE CLOSING GAP

In the smaller cities, teachers' salaries gradually move toward the big-city level

**I**N LARGE cities and small, salaries of instructional staff—teachers, supervisors, and principals—have risen much more slowly than the national income level.

That is the immediately obvious fact in the graphs at the top of this page. But beneath this overwhelming circumstance, at least one more trend reveals itself:

*On the average, the smaller the city, the more it has moved toward raising its teachers' salaries and closing the salary gap between itself and the big city.*

Of course in the small city the salaries had nowhere to go but up: they have always been lower than those in the large cities, as the following averages for instructional staff

show (all salaries are given in terms of what they would have purchased in 1953-54):

Cities	1939- 1940	1949- 1950	1953- 1954
GROUP I.....	\$4,840	\$4,566	\$4,851
GROUP II.....	3,570	4,011	4,267
GROUP III.....	3,007	3,608	4,004
GROUPS IV AND V COMBINED.....	2,565	3,306	3,604
ALL CITIES.....	3,828	3,996	4,285

Even in 1953-54—the latest year for which the Office of Education now is reporting data—they were still well below the big-city level.

Big-city salaries have contributed to the dwindling differential by practically standing still, a fact which, in the face of a general decrease in the purchasing power of the dollar since

1939, has had the effect of giving the big-city staff less money than they had in 1939. Only for teachers (as contrasted with supervisors and principals) had things improved somewhat in 1953-54 over 1939.

Teachers seem to have fared better than supervisors and principals in all groups of cities but one. Apparently, salary differential in that quarter is narrowing, too.

Charts and text are based on data in "Statistics of City School Systems: Staff, Pupils, and Finances, 1953-54," chapter 3 of the *Biennial Survey of Education in the United States, 1952-54*. The chapter is now in preparation, by Lester B. Herlihy, specialist in educational statistics.

## Effective Teaching by TELEVISION

"Some things we have learned"

This list of *do's* and *don't's* for teachers "on camera" was worked out at a workshop held in Hagerstown, Washington County, Md., from July 9 to August 17, 1956, in preparation for a 5-year television project that began this fall in the Washington County public school system. With financial assistance from the Fund for the Advancement of Education and with equipment contributed by the Nation's leading electronics manufacturers, Washington County is now embarked on what has been called "the Nation's first large-scale closed-circuit television instructional program throughout an entire public school system."

### PRINCIPLES AND PROCEDURES

#### Teach the camera!

Teach it as you would if it were that slow but earnest student in your class. Look it squarely in the eye. Show it proof in the form of pictures, diagrams. Teach it! Convince it!

#### Don't show the camera anything you're not ready to explain immediately.

First, tell what you are going to explain. Then present it visually. *Then* explain it. And, when you've finished talking about it, get it off camera promptly: don't leave it in view to compete, for viewer attention, with what you're ready to present next.

#### Don't show too much at a time.

On a poster or a blackboard, a paragraph may be easily readable; but on a 24-inch TV screen it's illegible, confusing, and irritating. In visual presentations it's best to concentrate on a word or phrase or single object at a time, or on a group of clearly interrelated words or objects that, taken together, have some central significance. Let them completely fill the TV screen.

#### Don't forget the importance of composition.

Remember that the whole of what we call composition in art is nothing more than the relating of the several elements of a visual experience to one another in such a way that their overall meaning is more readily discernible. In effect, a television screen permits us to put a frame around an area of experience to facilitate our exploration of it.

#### Don't show the viewer more than is necessary for illustrating precisely what it is you're trying to tell him.

Unnecessary details dilute, desaturate viewer attention. Don't show a full-figure view of the teacher if a shoulder shot will do the job; don't use a shoulder shot if a view of the teacher's hands manipulating

something will tell the story. Television and, before it, the movies have learned that you can tell the story of an army in retreat with a single clip of several pairs of army-booted feet slogging haltingly, dispiritedly through the mud and debris of an abandoned battlefield.

#### Don't use TV to communicate minutiae.

Group all your fragments into a few major composites; and then fuse these composites into a single configuration of logic that connects what you established in yesterday's lesson with what you'll teach tomorrow. Don't merely *show* visuals; show their relationship to one another and to the central idea you're trying to communicate.

#### Bear in mind TV's capacity for selecting and concentrating the focus of viewer attention.

Concentrate on what's immediately important; fill the screen with it; see that it totally and singly occupies viewer attention.

#### Don't overlook TV's capacity for capturing, holding, and manipulating viewer attention.

Get attention from the outset of your lesson. Hold *eye-to-eye* contact until you're ready to "show the camera" something to illustrate what you're explaining. Then, *physically* transfer viewer attention to what you're showing. When you've finished showing the visual, be sure to transfer viewer attention *back to yourself*. Don't, for a moment, permit the viewer to get away from you: in that critically important instant of transfer, viewer attention may attach itself to something of greater momentary interest in the viewer's

---

RONALD R. LOWDERMILK, Office of Education radio-TV specialist, who is a consultant to the Washington County project, assisted in developing teaching techniques at the workshop.

---

immediate vicinity and not get back to your presentation.

### VISUALS, TITLE CARDS, AND PICTURES

#### Remember the importance of contrast.

Don't attempt to use low-contrast pictures: contrast range must be adequate for good definition. And stage your lesson with enough contrast to permit both teacher and visuals to stand out from the background.

#### Don't use black lettering on white cards.

The white will cause "blooming" and loss of boundary sharpness. Instead, use black or dark blue letters on neutral gray, blue-gray, or grayed yellow cards.

#### Before making hand-lettered title cards and captions, rule some guide lines in light red.

The lines will help you do neater lettering; and, since the TV camera won't see them, you won't have to erase them.

#### Don't use visuals of various scale and size.

Reduce everything to the same card size for convenience in handling on camera, and to the same scale for facilitating the viewer's comprehension.

#### Don't use circle graphs to express percentage relationships.

Vagaries of sweep-circuit performance in TV receivers too often distort circles, so that pictured angular magnitudes are no longer comparable. Instead, use stacked rectangles.

#### Use manipulatable visuals wherever possible.

Use things you can put together or take apart, or things you can build up, stage by stage, as you proceed from one step to another in your lesson. Take your viewers along with you on your adventure into reasoning; don't simply confront them with an already established conclusion.

# Special Education of Exceptional Children

**T**HIS report was prepared by the Laws and Legislation Branch of the Office of Education. It brings up to date and expands the information presented by Elise Martens in 1949 (*State Legislation for Education of Exceptional Children*) and by Arthur S. Hill in 1953 (in an article that covers changes through 1952: "Extending Special Education Through State Legislation," *School Life*, June 1953).

The table on the next page has been compiled from provisions set forth in the State statutes of 1955. It has been checked for accuracy and local interpretation by the State departments of education (all but 11 have responded); to some extent, therefore, provisions not explicitly set forth in the statutes but derived through interpretation by the States, are included.

No attempt is made here to describe or evaluate the actual programs conducted by the States under these provisions, or to take into account restrictions imposed by appropriations for those programs.

**S**INCE 1952 the States have intensified their efforts to provide special education for exceptional children in the public schools:

- Two States—Montana and Nevada—have passed comprehensive legislation that provides financial assistance to local programs for both physically and mentally handicapped children.

- Ten States that already had provided for financial assistance to programs for the physically handicapped—Arkansas, Maine, New Mexico, Oregon, South Carolina, South Dakota, Utah, Vermont, Virginia, and West Virginia—have extended legislation to include mentally retarded children. In six of these the provisions for the physically handicapped have been rewritten.

- Ten—Connecticut, Illinois, Indiana, Kentucky, New York, Oklahoma, Rhode Island, Tennessee, Virginia, and West Virginia—have extended their legislation to include severely mentally retarded but trainable children.

These changes, together with others in recent years, are presented overleaf in a table that gives a summary of statutes in each of the 48 States as of the end of 1955.

Every State now in some way provides special classes for the physically handicapped; and in all but 1 the

legislation covers a wide variety of handicaps. Of the 46 that make some type of provision for the mentally handicapped, 19 authorize classes for the severely handicapped.

Most striking progress, however, is seen in the number of States—now 44—that have authorized not only a comprehensive program of classes for both physically and mentally handicapped children but also financial assistance in carrying these programs forward. True, much remains to be done in the way of perfecting these statutes, but the progress thus far should be heartening to all who are interested in improving the opportunities for exceptional children.

## DEFINITIONS

Not included in the table are the definitions of exceptional children used in the statutes.

Most definitions—nearly all States have them—begin with a broad statement that includes all children who, because of a handicap, cannot be effectively educated in regular classrooms. There generally follow separate definitions of physical and mental handicaps. Every State but one defines physical handicap broadly enough to include all physically handicapped children who require special instruction.

In defining the mentally handi-

capped, distinction is usually made between the "educable" and the "trainable." In many definitions the line between the two is drawn on the basis of mental age determined by standard tests, although in recent legislation there is a tendency to determine educability on the basis of the child's response to learning situations and to his social environment.

## AGE LIMITS

Also omitted from the table are the age limitations the laws provide.

Most States, recognizing the need for early identification and admission of handicapped children, specify an early age or leave the minimum open; a few States extend the maximum beyond the legal school age (generally 21 years); some specify no limits at all.

In summary, States set maximums and minimums as follows:

	Number of States
<b>Physically handicapped:</b>	
Minimum:	
3 years.....	8
4 years.....	1
5 years.....	4
6 years or "school age".....	15
No minimum.....	13
Maximum:	
16-20 years.....	7
21 years.....	22
25 years.....	1
Extensions beyond 21 years permitted: 2 for 3 years, 1 to age 31, 1 to age 35.....	4
"School age".....	7
<b>Mentally handicapped:</b>	
Minimum:	
3 years.....	6
4 years.....	1
5 years.....	7
6 years or "school age".....	16
No minimum.....	9
Maximum:	
16-20 years.....	8
21 years.....	21
Extensions beyond 21 years permitted: 1 for 3 years, 1 to age 35.....	2
"School age".....	8

One State authorizes "any person" who is physically or mentally handi-

*continued on page 10*

# Legal Provisions in the 48 States for Special Education

STATE	COVERAGE AND REIMBURSEMENT PROVISIONS								GENERAL PROVISIONS				
	PHYSICALLY HANDICAPPED		MENTALLY HANDICAPPED				MALADJUSTED AND DELINQUENT		2 or more districts may establish a single program together.	District may contract with private institution	Student may be enrolled in another district	Student may be enrolled in another State	Transportation outside district is authorized
			EDUCABLE		TRAINABLE								
	Mandatory or permissive <sup>1</sup>	Reimbursement <sup>2</sup>	Mandatory or permissive <sup>1</sup>	Reimbursement <sup>2</sup>	Mandatory or permissive <sup>1</sup>	Reimbursement <sup>2</sup>	Mandatory or permissive <sup>1</sup>	Reimbursement <sup>2</sup>					
Alabama.....	P***		P*										
Arizona.....	P* <sup>3</sup>	B1											
Arkansas.....	M*	A3	M***	A3					X			X	
California.....	M*	A3	M*	A2	P**	A3							
Colorado.....	P*	A3	P*	A3					X			X	
Connecticut.....	M*	B1	P***	B1	P***	B1			X			X	
Delaware.....	P**	C1	P**	C1			P**	C1	X		X	X	
Florida <sup>4</sup> .....	M*	B2	M*	B2			M*	B2				X	
Georgia <sup>4</sup> .....	P**	B3	P**	B3						X			
Idaho <sup>5</sup> .....	P**	B2	M**	B2							X		
Illinois.....	P*	A3	P*	A3	P***	B2	P*	A3				X	
Indiana.....	P*	A2	P*	A2	P***	A2			X			X	
Iowa.....	P*	A1	P*	A1							X	X	
Kansas <sup>4</sup> .....	P**	B1; B2; B3	P**	B2	P**	B2	P**	B3	X		X	X	
Kentucky <sup>6</sup> .....	P*	B2	M*	B2	M***	B2			X		X	X	
Louisiana.....	P**	A3	P**	A3								X	
Maine.....	P***	A3	P***	A3							X	X	
Maryland.....	P*	B2	P*	B2	P*	B2					X	X	
Massachusetts.....	M*	D	M*	D	M*	D	P***	B3	X		X	X	
Michigan.....	P*	A3	P*	A3	P*	A3	P***	A3	X		X	X	
Minnesota.....	P*	B1	P*	B1								X	
Mississippi.....	P**	A3	P**	A3					X		X	X	
Missouri.....	M***	A3	M*	A3							X	X	
Montana.....	P***	B1	P***	B1					X	X	X	X	
Nebraska.....	M*	A3	M*	A3							X		
Nevada.....	P***	B1	P***	B1							X	X	
New Hampshire.....	M*										X	X	
New Jersey.....	M*	B2	M*	B2	M*	B2			X		X	X	
New Mexico.....	P***	B3	P***	B3								X	
New York.....	M*	A3 <sup>8</sup>	M*	A3 <sup>6</sup>	P***	A3 <sup>8</sup>	M*	A3 <sup>6</sup>			X	X	
North Carolina.....	P*	A1	P*	A1							X	X	
North Dakota.....	P**	A3	P**	A3					X			X	
Ohio.....	M*** <sup>7</sup>	B2 <sup>6</sup>	P*	B2 <sup>6</sup>	P*	B1					X	X	
Oklahoma.....	P*	B2	P*	B2	P***	B2			X		X	X	
Oregon.....	M*	A3	P***	B2			P*	A3			X	X	
Pennsylvania <sup>4</sup> .....	M*	A1	M*	A1	M**	E; A1			X	X	X	X	
Rhode Island.....	M**	D	M**	D	M***	D	M**	D	X	X	X	X	
South Carolina.....	P***	B3	P***	B3					X				
South Dakota.....	P***	D	M***	D						X		X	
Tennessee <sup>4</sup> .....	P*	D	P**	D	P***	D	P***	D	X	11	X	X	
Texas.....	M*	B2	M**	B2					X				
Utah.....	M**	B2	P***				P***		X		X		
Vermont.....	P***	E	P***	E									
Virginia.....	P*	D	P***	D	P***	D	P***	D	X		X	X	
Washington.....	P*	D	P**	D			P**	D	X		X	X	
West Virginia <sup>4</sup> .....	P***	D	P***	D	P***	D	P***	D			X	X	
Wisconsin.....	P*	B2	P*	B2	M**	B2	P**	B2	X		X	X	
Wyoming.....	M*	C1	M*	C1							X	X	

<sup>1</sup> Permissive legislation states that local districts may provide services for exceptional children; mandatory legislation requires establishment of services under certain conditions. Significance of asterisks:

isks: \*Reported in 1949, \*\*in 1952, \*\*\*since 1952.  
<sup>2</sup> Types of reimbursement: A, excess-cost formulas (A1, total excess; A2, percent of excess; A3, excess limited to a certain amount per pupil); B, prescribed

allotments (B1, per pupil; B2, per class unit; B3, for additional teachers); C, cost of maintaining special classes (C1, total; C2, only a percent of the cost); D, administrative allotments; E, classes provided by State



continued from page 7

capped to attend special-education classes.

#### FINANCIAL ASSISTANCE

All but two States provide for financial assistance in carrying out the programs.

In view of the necessity for small classes, special teachers, special equipment, and special transportation, it is not surprising that many arrangements for State aid involve the State's assuming "excess costs"—costs per child, or per class, in excess of what is spent for regular pupils. Other arrangements involve allotments per pupil or per class, or for additional teachers. A number of States provide for unspecified allotments, administratively determined. Two States pay the total costs of special classes. Many States give additional funds for special transportation, for tuition to classes held in another district, and/or for boarding children away from their home districts.

#### LESS MANDATORY LEGISLATION

There is apparently a trend away from mandatory legislation, that is, away from legislation requiring a school district to establish special classes under certain conditions (such as application for such classes by parents of a certain number of exceptional children of a particular type). Since 1949 most of the legislation has been permissive, leaving the decision to the local school district.

#### OTHER PROVISIONS

Of the other major features of State programs, most are explicit in the statutes, but some are administrative practices that, though not explicitly set forth, are permitted by the statutes.

Although content of the laws varies widely from State to State, certain patterns emerge:

- 41 States provide for hospital and/or home instruction.
- 36 States provide for transportation to special schools outside the district; many give special aid for such transportation.
- Most States have special require-

### Growth of State Legislation to Provide Educational Services to Exceptional Children

Provisions in Legislative Acts	Number of States in—		
	June 1949	June 1952	December 1955
Some type of special education has been authorized, with or without financial assistance..	42	46	48
Reimbursement from State funds has been authorized for 1 or more types of program.....	34	44	46
Comprehensive legislation has been passed that refers to both physically and mentally handicapped children and provides State aid for programs for both.....	22	31	44
Reimbursement has been provided to local districts for programs serving mentally retarded children.....	21	32	43
Special education and State assistance have been extended to programs for severely mentally retarded children.....	5	9	19
Special education and State assistance have been extended to programs for maladjusted and delinquent children.....	4	8	14

ments for teachers of handicapped children.

• Many States are authorizing training programs and scholarships for teachers of exceptional children.

• Nearly every State provides that its State department of education or a special board or agency at the State level shall supervise and approve special-education programs.

### Legislative Provisions for State Assistance to Local Special-Education Programs

Type of Formula	Number of States Using Formula			
	1952		1955	
	Physically handicapped	Mentally handicapped	Physically handicapped	Mentally handicapped
Excess-cost formulas:*				
Total excess cost.....	4	4	3	3
Stipulated percent of excess cost.....	1	1	1	2
Excess cost limited to stated amount per pupil.....	19	12	14	11
Prescribed allotments:				
Per pupil.....	2	1	5	4
Per class unit according to a formula...	5	9	9	11
For additional teachers.....	2	1	3	3
Combination of all three.....			1	
Cost of maintaining special classes provided:				
Total costs.....	2	1	2	2
Stipulated percent of total cost.....	2	2		
Administrative allotments, no specified formula.....	6	1	7	7
Total number of States.....	43	32	**45	*43

\*Upper limits set on excess costs per pupil have ranged as follows: Physically handicapped, \$100-\$400 in 1952 and \$200-\$500 in 1955; mentally handicapped, \$100-\$300 in both 1952 and 1955. Average limit for physically handicapped was \$290 in 1952 and \$322 in 1955; for mentally handicapped, \$160 in 1952 and \$200 in 1955.

\*\*In addition to these, there is 1 State that provides the classes.

# 19th International Conference on Public Education

## *Two of the U. S. participants report to Office of Education Staff*

ONE morning in early October, Office of Education staff gathered to hear a report from their two colleagues who had been on the United States team to the 19th International Conference on Public Education at Geneva, jointly sponsored by UNESCO and the International Bureau of Education.

This year the United States sent four delegates: Finis E. Engleman (chairman), Connecticut's State commissioner of education at the time of the conference (July 9-17) but now executive secretary of the American Association of School Administrators; Gerald B. Leighbody, associate superintendent, division of instructional services, Buffalo, N. Y.; and the two members of the Office staff—Kenneth E. Brown, specialist for mathematics, and Fredrika M. Tandler, specialist in international educational relations.

What Drs. Brown and Tandler told is a story of 74 nations taking an intense interest in educational progress. Although the conference this year concentrated on two topics—school inspection (to us, *supervision*) and the teaching of mathematics in secondary schools—participants widened their attention to take in almost every educational problem there is when they came to the third part of the agenda: The progress that each country had made in education during the year just past.

### **Each Country Is Questioned**

This year, contrary to past practice, the progress reports of the various countries were not read to the conference in assembly. Instead, to save the time that grows more precious every year as the attendance increases, delegates were expected to read the reports by themselves before the sessions began; for that purpose they found copies of all 74 awaiting them when they arrived, some of them written in 2 or 3 languages (the United States report, written by Office

of Education staff, was submitted in English and French, both under the same cover). Then, at the session assigned to him, the chairman of each country's delegation rose before the entire assembly and submitted to questions from the floor.

Dr. Engleman, who replied for the United States, got high praise from his fellow delegates. They felt that his candor had been disarming, and that the directness and honesty of his answers had encouraged confidence in countries that seek example and guidance in the United States for solving many of their educational problems.

United States troubles over integration in the schools have been well advertised abroad: that fact was patent in the preponderance of questions on the subject directed to Dr. Engleman. But other questions, too, loomed large among the delegates: How bad was our teacher shortage, and what were we doing about it? How would we meet our growing college enrollments? What had been the effects of the White House Conference? Simultaneous translations of everything that was said were available by earphone to everyone, in the four languages of the conference—English, French, Spanish, and Russian.

### **Teaching of Mathematics**

Dr. Brown, in his review of the reports on the teaching of mathematics in the secondary schools, made several summarizations:

- Most countries are trying to make mathematics more meaningful to students, to teach its significance in everyone's life.

- Nearly everywhere students are being required to take more science, more mathematics. Two-thirds of the countries say they are requiring mathematics throughout the secondary schools; but, as Dr. Brown pointed out, not all of them mean every day, or even every other day.

- One-half of the countries report that they have rewritten their mathematics curriculums.

- One-half of the countries get their patterns of instruction from a central office. And one-half have their textbooks selected by such an office.

- Three-fourths of the countries require some specialized training for their mathematics teachers, though some remarked that it was only a little.

- Outside the United States, very few countries provide in-service training for teachers.

- As for being short of mathematics teachers, almost every country except the USSR says it is. Most countries blame their shortage not on any lack of prestige for the teaching profession but on an extreme need for scientists and engineers in an increasingly technological age.

### **Recommendations of the Conference**

Committees were appointed at the outset for each of the two main topics of the conference and each was assigned a rapporteur: Dr. Engleman for inspection; M. Servais of Belgium for the teaching of mathematics. When each committee had worked out its recommendations, the rapporteur presented them to the entire conference for consideration. Points on which the committee had agreed were usually accepted quickly; points to which some member objected were discussed by the delegates as a body and submitted to a vote to determine the will of the conference.

Among the main recommendations on inspection were these:

1. Where the inspector is both counselor and administrator, he should be relieved of the more routine official tasks and be given secretarial assistance.

2. The inspector should supervise the application of official instructions and transmit the teachers' wishes to the higher authorities.

*continued on page 15*

## “ . . . AS AMENDED ”

Public Laws 815 and 874 again undergo some changes

**W**HEN the 84th Congress, 2d Session, extended Public Laws 815 and 874 to June 30, 1958 (in P. L. 949, approved Aug. 3, 1956), it also made a number of changes in the provisions of those laws. What those changes are is reported here in brief.

### PUBLIC LAW 815

(For help in building schools)

To ease the way of both reporter and reader, we identify first certain parts of P. L. 815 that figure frequently in the changes and to which it will be convenient to refer by number: Title III; Subsections (a) (1), (a) (2), and (a) (3) in Section 305 of Title III; and Title IV.

TITLE III is that major part of the law which provides for school construction assistance in areas with substantial increases in “federally connected” school children.

SECTION 305, TITLE III, which sets the limitations on total payments to any one local school district under this section, describes 3 groups of federally connected children whom an agency, under certain circumstances, may count to establish its eligibility: In Subsection 305(a) (1), children who live on Federal property (situated wholly or partly in the same State as the district or within commuting distance of the district) with parents who work on Federal property; in Subsection 305(a) (2), children who either live on Federal property or have parents working on Federal property; and, in Subsection 305(a) (3), children whose attendance in the district schools results directly from activities that the U. S. Government is carrying on in the area, either directly or through a contractor.

TITLE IV was added to P. L. 815 in August 1953 to authorize construction of school facilities for children living on tax-exempt Indian lands.

#### Flight Training Schools Included

**BEFORE CHANGE** BY P. L. 949: The definition of “Federal property” for the purposes of P. L. 815 did not include flight training schools of the type described in the next paragraph.

**Now:** The term “Federal property” has been extended to include flight training schools at airports owned by a State or by a political subdivision of a State if those

schools provide training for members of the Air Force under contract with the Department of the Air Force. Therefore a district now may count under 305(a) (1) or 305(a) (2) the children of persons who live and/or are employed on the premises of such schools in connection with the flight training program. (Title III, Subsection 210(1).)

#### Date for Counting Facilities

**BEFORE CHANGE:** The cut-off date that the Commissioner set for filing applications under Title III was also the date to be used in taking stock of facilities already built or under contract in the applicant district. More specifically: One method of determining the number of children who, without Federal assistance, would be without facilities by the time the law was scheduled to expire, was to measure the facilities that, on the cut-off date, were already built or under contract to be built.

**Now:** Instead of the cut-off date itself, the date on which the Commissioner sets the cut-off date will be used as the basis for determining “available school facilities” in the applicant district. (Title III, subsection 304(a).)

#### For “Armed-Forces Children”

**BEFORE CHANGE:** A school district could count for eligibility purposes under Subsection 305(a) (2) the children of parents who migrated into a school district on military orders and lived in a taxable home and were employed on Federal property. But, if the parent was transferred to a distant base and the family remained behind, the district could no longer count his child as federally connected.

**Now:** A district may continue to count such a child for as long as the child remains in school membership and the parent is on active duty with the Armed Forces. (Title III, Subsection 3(a) (2).)

#### 90-Day Limit on Presidential Finding

**BEFORE CHANGE:** No time was specified for the completion of a Presidential finding of the extent of an area's involvement in Government defense activities. Among the requirements that a district must meet to be eligible for aid under Subsection 305(a) (3) is that it be situated entirely or partly within an area that the President has declared eligible—eligible because in it the

**U**NDER Public Laws 815 and 874, passed in September 1950, the Federal Government thus far has appropriated more than \$1 billion to help local districts build and operate schools. The recipient districts are those which have felt the impact of Federal activity in their vicinities—felt it in the form of reduced taxes or increased school attendance or both.

construction, reactivation, or expansion of defense plants or military installations has brought in so many defense workers or military personnel that local school facilities are not able to absorb the increased number of children. Before P. L. 949, therefore, applicant districts had to await indefinitely the President's finding of eligibility.

**Now:** To expedite things, the law provides that if the Presidential finding is not completed within 90 days after the school district makes application, the finding will be presumed to be affirmative—that is, that the area has been found eligible. (Title III, Subsection 305(a) (3).)

#### Sale of Federal Housing

**BEFORE CHANGE:** Federally connected children who lived in Federal housing projects that were sold or transferred during the eligibility period (1954-56) were counted in the base year (June 1954) but not in the terminal year (June 1956). Thus such sales and transfers actually decreased the number of children eligible to be counted.

**Now:** Federally connected children living on any housing property that is sold or transferred by the United States before June 30, 1958, will not be counted as federally connected in the base period (June 1956). (Title III, Subsection 305(c).)

#### Allowance for Normal Increase

**BEFORE CHANGE:** To assure that districts receiving Federal assistance would themselves absorb the cost of normal increases in attendance, the law specified 10 percent as the normal rate of increase in the attendance of “non-Federal children” in a 2-year period; if a district had less than that, the difference was taken out of the count of its federally connected children. Thus, if a district's membership of non-Federal children in June 1954 was less than 110 percent of its average daily membership of such children in 1951-52, the amount of the difference was deducted from the total number of children for whom the district otherwise would have been eligible under Section 305.

**Now:** The percentage of deduction for increases in non-Federal children has been

changed to 7. In other words, if the estimated membership of non-Federal children in June 1958 is less than 107 percent of the average daily membership of such children in 1955-56, the amount of the difference will be deducted from the increase of Federal children during that period. (Title III, Subsection 305(d).)

#### Advance Approval

**BEFORE CHANGE:** The Commissioner could not approve an application under Title III in advance of the cut-off date.

**Now:** The Commissioner may approve any application under Title III at any time after it is filed and before any priorities have been established, if he determines that (1) the need of the local educational agency is so great that, if priorities must eventually be established, the agency in all likelihood will still qualify to receive payments, and (2) much of the increase in federally connected children is in children who will reside in housing newly constructed on Federal property. (Title III, Subsection 306(b).)

#### More Money for Title IV

**BEFORE CHANGE:** Authorization for appropriations for Title IV was limited to \$20 million.

**Now:** An appropriation not to exceed \$40 million has been authorized for the period ending June 30, 1958. (Title IV, Subsection 401(b).)

#### PUBLIC LAW 874

##### (For help in operating schools)

Certain parts of P. L. 874, too, are frequently referred to in the changes—Section 3 and Subsection 4(a), in particular, under which more than 90 percent of the funds under the law were expended last year:

SECTION 3 provides for aid to a school district on behalf of children whose parents live or are employed on Federal property situated wholly or partly in the same State as the district or within commuting distance of the district. For the purpose of computing a district's entitlements, the section defines two groups of children: In subsection 3(a), children of persons who reside

AND work on Federal property; and, in 3(b), children of persons who reside OR work on Federal property.

SUBSECTION 4(a) provides for aid on behalf of children whose sudden arrival in a district in substantial numbers is the direct result of activities of the United States Government carried on in the area either directly or through a contractor.

#### Current Year Attendance

**BEFORE CHANGE:** The amount of Federal money a district was entitled to in any one year for children under Section 3 was computed on the basis of the average daily attendance in the preceding year.

**Now:** The amount is computed on the basis of attendance in the *current* year. Thus the law reverts to a provision that was in effect during the first 4 years of the program. (Section 3.)

#### For "Armed-Forces Children"

**BEFORE CHANGE:** If a member of the Armed Forces who had migrated into or near a school district to be employed on

### \*\*\* A WEEK OF DEDICATION \*\*\*

**N**OVEMBER 11-17 this year will be the 36th annual American Education Week. In an official proclamation, President Eisenhower has asked the people of the United States to join in observance of the Week and has urged the "fullest possible participation":

**WHEREAS** since the founding of our Nation, our citizens have zealously worked and sacrificed to provide schools and colleges for the education of our children, our youths, and our adults; and

**WHEREAS** the White House Conference on Education held in 1955, with delegates from all the States and Territories, representing millions of citizens of all races, faiths, and walks of life, reemphasized the needs of the Nation for more and better schools and colleges to the end that our people through improved education may make a greater contribution to the progress and future welfare of America, and to the peace and well-being of the world; and

**WHEREAS** the setting aside of a special education week each year provides a fitting opportunity for parents and educators and the public generally to visit schools and educational institutions, to express their appreciation of the work of our teachers and school officials, and to exchange views upon educational problems and progress:

**NOW, THEREFORE, I, DWIGHT D. EISENHOWER**, President of the United States of America, do hereby designate the period from November 11 to November 17, 1956, as American Education Week; and I urge the fullest possible participation in the observance of that week by the people throughout the United States. This week of dedication to education and to the efforts and achievements of teachers, school and college administrators, and others in this important area of public service is especially significant during this first year of appraisal, in terms of local community needs and required action, of the recommendations made by the White House Conference on Education. Let us all stress the need for good schools to keep America strong.

**IN WITNESS WHEREOF**, I have hereunto set my hand and caused the Seal of the United States of America to be affixed.

**DONE** at the City of Washington this fifth day of September in the year of our Lord nineteen hundred and fifty-six, and of the Independence of the United States of America the one hundred and eighty-first.

*Dwight D. Eisenhower.*

Federal property (but who lived in a taxable home) was subsequently transferred to duty out of the area and left his family behind in the district, the district could no longer count his child under Subsection 3 (b).

Now: A district may continue to count such a child as living with a parent employed on Federal property, and may do so as long as the child remains in school attendance and the parent is on active duty with the Armed Forces. (Subsection 3(b).)

### 3-Percent Absorption Cancelled

BEFORE CHANGE: The law said that a local agency applying for assistance in operating schools for "federally connected" children under Section 3 would have to absorb, without any Federal payment, as many of those children as would equal 3 percent of its non-Federal attendance in the preceding year. This requirement, however, was never applied: though originally scheduled to take effect in 1954-55, it was every year postponed by the Congress.

Now: The requirement has been removed from the law completely. For the next 2 years an eligible district may receive payment for all its 3(a) and 3(b) children if each group numbers at least 10 and equals at least 3 percent of all its resident pupils in average daily attendance (an exception: to be eligible, local agencies that in 1938-39 had an average daily attendance of more than 35,000 must find at least 6 percent of their pupils "federally connected.") The U. S. Commissioner of Education may waive the 3-percent requirement if in his judgment local conditions make the requirement inequitable; but the law makes no provision for his waiving the "at-least-10" requirement. (Subsections 3(c) (1)-(4).)

### A Third Alternative Rate

BEFORE CHANGE: A district's entitlement per pupil under Section 3 could be determined in one of two ways: Either by computing the average contribution rate in comparable school districts within the State or by using as a minimum local contribution rate an amount that equaled one-half of the State's per capita cost for all pupils in average daily attendance during the second preceding fiscal year.

Now: To these alternatives has been added a third—a national average minimum. The aggregate gross entitlements for the Nation under Section 3 for the second preceding year is divided by the average daily attendance of pupils used in computing those entitlements (in computations under Section 3, all of the 3(a) children and one-half of the 3(b) children are counted). However, the local contribution rate determined by this new national rate may not exceed for applicants in a given State the State average expenditure per

pupil in the second preceding year. (Subsection 3(d).)

### For Reasonable Expectation

Now: If the Commissioner judges that a district has had reason to expect its school attendance to be increased by Section 3 children and, on the basis of that expectation, has made preparation to educate those children, the district still will receive payment for those children it reasonably but vainly expected—less any savings in cost it was able to make (or could reasonably be expected to make) after it discovered that there would be no Federal increase after all. (Subsection 3 (f).)

### Count of 4(a) Pupils Restricted

BEFORE CHANGE: A district could submit a claim under Subsection 4(a) for children whom it would count under Section 3 in the next fiscal year.

Now: Because entitlements under Section 3 are based on the current year's attendance, such claims under Subsection 4(a) are eliminated. In the next 2 years a district may count as 4(a) pupils only these: Pupils whose parents have come into the area as a result of Federal contract activities but who do not reside or work on

Federal property; and pupils who can qualify under either Section 3 or Subsection 4(a) but who are too few in number to meet the eligibility requirements of Section 3. (Subsection 4(c).)

### Salvage of Federal Housing

BEFORE CHANGE: Pupils who lived in federally owned housing projects were counted for entitlement purposes only as long as the projects were federally owned.

Now: Even though the United States sells or transfers one of its housing properties, pupils living there may continue to be counted for 1 year beyond the end of the fiscal year in which the sale or transfer was made. (Subsection 9(1).)

### Flight Training Schools Included

Now: As they have in P. L. 815, flight training schools at airports owned by States or by political subdivisions of States have been included in the definition of "Federal property" if those schools provide training for members of the Air Force under contract with the Department of the Air Force. Therefore children who live on the premises of such schools, or have a parent employed on the premises in connection with the flight training program, may be counted under Section 3. (Subsection 9(1).)

## Conventions in November

Among the national and regional educational organizations holding annual conventions in November 1956 are those listed here. Time and place have been gleaned from questionnaires that the organizations have returned to the Office of Education for use in preparing an annual directory of education associations

### NATIONAL

ADULT EDUCATION ASSOCIATION OF THE USA, Nov. 10-12, Atlantic City, N. J.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS, Nov. 16-19, Sheraton Palace Hotel, San Francisco, Calif.

EDUCATIONAL RECORDS BUREAU, Nov. 1-2, Biltmore Hotel, New York City, N. Y.

FRANCISCAN EDUCATIONAL CONFERENCE, Nov. 23-24, College of St. Francis, Joliet, Ill.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL ADULT EDUCATORS, Nov. 7-9, Atlantic City, N. J.

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION (Northwest Region), dates not specified, Portland, Oreg.

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NATIONAL CATHOLIC WELFARE CONFERENCE, Nov. 14-16, Catholic University of America, Washington, D. C. (38th Annual Meeting of the Bishops of the United States)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES, Nov. 22-24, Cleveland, Ohio

ASSOCIATION OF GEOLOGY TEACHERS, Oct. 31-Nov. 2, Nicollet Hotel, Minneapolis, Minn.

NATIONAL COUNCIL OF GEOGRAPHY TEACHERS, Nov. 23-24, Claridge Hotel, Atlantic City, N. J.

## REGIONAL

JUNIOR COLLEGE COUNCIL OF THE MIDDLE ATLANTIC STATES, Nov. 23-24, Atlantic City, N. J.

MIDDLE STATES SCIENCE TEACHERS ASSOCIATION, Nov. 24, Atlantic City, N. J.

WESTERN COLLEGE ASSOCIATION, Nov. 8-9, Hotel Senator, Sacramento, Calif.

MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS, Nov. 23-25, Atlantic City, N. J.



## GENEVA REPORT

*continued from page 11*

3. The inspector should take every care to respect the teacher's intellectual freedom and initiative and take account of suggestions made to him by teachers and teachers' associations.

4. If an inspector is required to make any kind of direct assessment of a teacher's work, the teacher should be guaranteed the right to appeal the inspector's judgment.

On the teaching of mathematics in secondary schools, these were some of the chief recommendations:

1. More must be done to attract qualified teachers.

2. Examinations in mathematics should call for skill instead of mere memorization.

3. Mathematics is an invaluable intellectual discipline, and for the best results teachers should encourage their pupils to discover mathematical principles and relations for themselves.

4. Governments, UNESCO, IBE, and other organizations should promote the international exchange of ideas, works, and research on mathematics teaching.

## STATE-BY-STATE DISTRIBUTION OF FEDERAL FUNDS FOR EDUCATION

FEDERAL funds administered by the Office of Education as grants-in-aid to the States and Territories are for three educational purposes: To help maintain land-grant colleges and universities, (2) to help support vocational education of less-than-college grade, and (3) to help construct and operate schools in districts effected by Federal activities (under P. L. 815 and P. L. 874). What each State and Territory received during the school year 1955-56 for these purposes is shown here:

State or Territory	Land-grant colleges	Vocational education	School construction (P. L. 815)	School operation (P. L. 874)
Total.....	\$5,051,500	\$33,199,226	\$89,176,815	\$81,206,209
Alabama.....	100,541	898,437	2,424,208	1,018,378
Arizona.....	77,477	180,844	1,494,698	906,087
Arkansas.....	89,048	657,340	1,190,397	638,774
California.....	175,599	1,620,978	14,817,260	14,344,733
Colorado.....	83,218	284,221	2,031,178	2,153,052
Connecticut.....	90,023	315,367	1,413,804	1,196,544
Delaware.....	73,173	165,000	92,098	42,990
District of Columbia.....		106,999		
Florida.....	97,644	514,850	2,098,100	1,762,973
Georgia.....	104,360	964,335	2,994,183	1,664,677
Idaho.....	75,872	187,580	304,253	442,261
Illinois.....	156,905	1,460,900	1,081,100	1,988,390
Indiana.....	109,245	871,495	720,916	752,090
Iowa.....	96,146	741,157	92,793	245,174
Kansas.....	89,006	484,204	1,349,928	3,366,625
Kentucky.....	99,375	911,771	363,039	748,433
Louisiana.....	96,769	652,621	92,936	381,103
Maine.....	79,115	189,789	329,948	634,104
Maryland.....	93,372	397,919	6,256,533	3,381,080
Massachusetts.....	116,789	637,684	177,806	1,264,093
Michigan.....	133,559	1,181,820	5,338,495	638,944
Minnesota.....	99,751	762,446	634,342	119,032
Mississippi.....	91,735	826,110	137,195	430,150
Missouri.....	109,448	929,047	1,981,037	1,163,935
Montana.....	75,896	189,168	1,019,371	248,442
Nebraska.....	83,222	379,037	531,019	961,527
Nevada.....	71,597	141,440	827,537	608,340
New Hampshire.....	75,319	160,088	135,199	407,237
New Jersey.....	118,233	643,742	508,546	1,419,670
New Mexico.....	76,795	189,715	4,569,489	1,430,141
New York.....	217,934	2,070,072	1,257,018	1,172,451
North Carolina.....	110,518	1,288,053	681,809	503,824
North Dakota.....	76,181	256,940	27,691	193,070
Ohio.....	149,269	1,477,593	2,788,373	3,129,925
Oklahoma.....	92,278	582,057	4,394,929	3,146,612
Oregon.....	85,176	344,590	116,378	632,474
Pennsylvania.....	174,720	1,807,730	185,714	1,308,953
Rhode Island.....	77,899	126,458	323,508	785,760
South Carolina.....	91,118	656,029	592,384	854,692
South Dakota.....	76,511	253,114	587,185	828,144
Tennessee.....	102,835	958,503	1,075,163	1,062,398
Texas.....	146,921	1,671,308	5,913,353	5,222,642
Utah.....	76,871	172,225	1,157,385	746,008
Vermont.....	73,768	164,761		41,415
Virginia.....	103,104	857,026	8,410,911	7,021,723
Washington.....	93,731	474,773	3,265,362	4,103,691
West Virginia.....	90,006	546,818	91,505	79,851
Wisconsin.....	104,260	819,313	157,772	338,915
Wyoming.....	72,898	159,443	287,586	264,386
Alaska.....	71,283	43,378	741,162	3,162,390
Hawaii.....	74,986	166,202	2,031,670	1,247,906
Puerto Rico.....	50,000	618,907	82,549	
Virgin Islands.....		37,829		

<sup>1</sup> Does not include \$7,525,000 paid directly to the Housing and Home Finance Agency.

<sup>2</sup> Does not include \$4,266,615.42 paid directly to other Federal agencies—the Air Force; the Departments of Army, Commerce, Interior, and Navy; and the Veterans Administration.

## OFFICE OF EDUCATION PUBLICATIONS CHECKLIST

### FOR SALE

(Order from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.)

EDUCATION FOR NATIONAL SURVIVAL—A HANDBOOK FOR SCHOOLS, prepared by Civil Defense Education Project. 1956. 88 pages. 65 cents.

PUPIL TRANSPORTATION RESPONSIBILITIES AND SERVICES OF STATE DEPARTMENTS OF EDUCATION, by *E. Glenn Featherston* and *Robert F. Will*. 1956. 39 pages. 35 cents. (Misc. No. 27.)

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